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### Rationale

According to the 20<sup>th</sup> century British psychologist Terri Apter, “Adolescence is society's permission slip for combining physical maturity with psychological irresponsibility.” Likewise, poet and novelist Judith Viorst stated, “Adolescence involves our nutty-desperate-ecstatic-rash psychological efforts to come to terms with new bodies and outrageous urges.” This upheaval and disequilibrium that each of us has or will experience has inspired “Coming of Age” literature. This form of literature delves into the inter-workings between adolescents’ minds, in hopes of leaving readers with a new understanding of this life-changing period.

In this unit, we will be focusing on one such text, *The Chocolate War* by Robert Cormier. This text is an in depth study of the psychological underpinnings of an all boys private school that is under the rule of a corrupt system. Since the focus of our unit is theme, we plan to use this text as well as other supporting texts to focus on the topics of cliques, identity, mob mentality, and the desire for acceptance. Through this focus, we will ask the students such questions as: What are the problems with cliques? What happens to those people who do not fit into these groups? How do you define “identity?” What are the places that you find your identity? Why is personal identity important? What are the causes of mob mentality? What is it so easy to be persuaded by others? What are historical events that were influenced by mob mentality? Why do we desire

acceptance from others? Why is belonging important? What are actual examples of what can happen when people are not accepted?

We feel that our thematic focus, along with these questions, provide a relevant backbone on which we can build our unit plan. As Apter and Viorst stated, adolescence is a time of upheaval and searching, and we feel it is our duty as educators to guide our students to self-awareness, as well as awareness of the world around them. We believe that this unit is justified because of its relevancy in regards to the social problems that students of today face. A study done in 1999 found that forty percent of students indicated that the behavior of other students in their school definitely or somewhat interferes with their performance. In a different study done in the same year researchers found that peer group pressure is cited by fifty percent of seventh through twelve graders as a major factor in why violence occurs in schools. It is obvious from these statistics that mob mentality and the desire for acceptance affect students in ways that educators cannot ignore. Ignoring these factors will only serve to perpetuate them; therefore, it is necessary to address them in the classroom environment.

We will also focus on the role that psychology and human development play in the texts that we read. We will do this mainly by using historical, as well as more recent, accounts to illustrate the role that cliques, identity, mob mentality, and the ever pervasive desire for acceptance has had in the past. We will use the accounts from school shootings and the testimony of the shooters to illustrate how isolation and a skewed identity can affect students. Along with these accounts, we will also explain how these different topics played into well-known events such as the Holocaust and Apartheid. Each of these

historical events can be used to illustrate what can happen when the mob mentality takes over, and one group, or “clique,” of people deem themselves superior to another.

Although we will create this unit plan on the basis that it is important to bring an understanding of this life-changing period, adolescence, we do anticipate counterarguments of our theme. Adolescence is said by some to take place during the ages of eight to fourteen. Since this unit plan is based on the educational achievement level for the tenth grade, some may argue that its purpose arrives late in the journey through adolescence. Our theme is also a very diverse stage of life and also requires a great influence of the family, especially the influence of the parents. “The home is an important aspect of adolescent psychology: home environment and family have a substantial impact on the developing minds of teenagers, and these developments may reach a climax during adolescence” (*Adolescence*). This unit plan will take place in a classroom setting; therefore, the direct impact of the home will be limited.

Nevertheless, we find our theme an important aspect to incorporate in our teachings. Although adolescence may develop at an earlier age for some students, and even though the home is a great influence throughout this stage, adolescence is not limited to those criteria and has important products to be used in other areas and stages of life. “A longitudinal study by Amundson, Borgen, and Tench (in press) found that young people left high school unprepared for current career realities and that both the career and personal areas of their lives were in a state of change and uncertainty” (*Models of Adolescent Transition*). It is our goal to help students develop a personal identity and properly prepare them for the real world setting. We strongly believe that our educational study of cliques, identity, mob mentality, and the desire for acceptance will

enable students to grasp a balanced understanding of adolescence, and therefore prepare them for the next transition in life.

*The Chocolate War* has been said to be one of the best young adult novels of all time. The brilliance of the novel captures the story of high school students by going inside the mind of each individual. One of the most intriguing concepts is the “do I dare disturb the universe?” which famously occurs in T.S. Eliot’s “The Love Song of J. Alfred Prufrock”. We would use this as a supporting text in order to relate the poster in Jerry’s locker, to the actual poem this phrase was taken from. *The Chocolate War* includes issues of cliques, identity, mob mentality, bullying, and the desire for acceptance, so we have chosen some supporting novels that will go along with these themes. The novel *Burn* is a text that shows a deeper level of bullying and the most harmful consequences that come from bullying. The major theme of *Burn* is the affects of bullying on an adolescent, but the novel also captures high school mob mentality, identity, cliques, and the desire for acceptance. *The Chocolate War* makes reference to Hitler and parts of it are reminiscent of WWII and the Holocaust so we also want to use a novel about the Holocaust. We want the students to be able to recognize how bullying, mob mentality, and cliques etc...take place even after high school and sometimes can have a much greater consequence and impact on the entire world. We also want the students to understand that the Holocaust was a result of behaviors that they experience in their adolescent years. By helping our students recognize the horrific consequences of such behaviors we are hoping to prepare them for their own futures.

While it is suggested that the reading level of *The Chocolate War* is suitable for mature 6<sup>th</sup> graders, or 7<sup>th</sup> graders, we want to use this as a 10<sup>th</sup> grade unit. We believe the

reading is not difficult, but the concepts would be most applicable in a 10<sup>th</sup> grade setting.

*The Chocolate War* is based on Trinity High school and the characters range from freshmen to seniors. We believe 10<sup>th</sup> grade, especially, is an important time to raise awareness about identity and bullying. Research says 30% of students from 6th through 10th grade are involved in bullying. (O'Connor, 2007) This statistic tells us that 10<sup>th</sup> graders have most likely experienced bullying, or are currently at the age when bullying is occurring in their lives. This is a good opportunity for us as teachers to raise awareness and discussion on the topic, and a good age for the students to be able to relate to the topic.

## References

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<<http://www.ericdigests.org/1997-3/models.html>>

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## **Discovering Identity**

### **Week 1- Day 1**

**Grade Level:** 10th

**Estimated Lesson Time:** One 50-minute session

**Overview:** The identity of a person decided by many different factors. Cliques, mob mentality, and the desire for acceptance all shape a person's identity, and the way they view themselves. We also see these themes repeatedly in history and in fiction. In this lesson, students will be asked to define each of these terms and reflect on how they affect their own personal identity.

**Content Objective:** *Students will be able to...*

- Define the terms cliques, identity, mob mentality, and desire for acceptance.
- Work cooperatively in a group
- Relate these terms to their own personal experiences.

### **Sunshine State Standards:**

- LA.910.1.6.1- The student will use new vocabulary that is introduced and taught directly;
- LA.910.1.6.5- The student will relate new vocabulary to familiar words;
- LA.910.5.2.3- The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;

### **Materials:**

- Paper
- Pencil or pen

### *For ELLs*

- Word bank of terms

**ESOL modifications are in red.**

### **Procedures:**

The teacher will begin the class by presenting the students with the terms: cliques, identity, mob mentality, and desire for acceptance. **ELL students will be given a word bank that illustrates these terms with pictures and uses them in a sentence.** The teacher will then ask the class to break into groups of three or four and assign each group one of the terms (it is okay if the terms are repeated). **The teacher should make sure that ELL students are grouped with helpful mainstream students.** In each group, the students must create their own definition of the word and state the impact that the term has on their lives, and on the world. **ELL students will illustrate their understanding of the terms and their real world application.**

The teacher will then reconvene the class by having each group share their insights. From these insights, and the impute of their classmates, the teacher will then create a working definitions of

each term based on the student's ideas. The teacher should post these definitions around the classroom so that they can be revisited at any time during the unit.

For homework, the teacher should have the students pick one of the above terms that they did not use during their group work. With this term the students should write a one-page essay about a personal experience that they have had with the term. **ESOL students can write simple sentences involving the terms, or illustrate a personal experience.**

### **Evaluation:**

#### *Content*

- Observe how well the students work in a group.
- Evaluate each group's understanding of the terms.
- Check for each student's understanding of opposing ideas by observing how well each group presents their sentences to the class.
- Evaluate homework for understanding and length.

#### *For ELL's*

- Evaluate illustrations for understanding of the vocabulary terms.
- Evaluate homework for understanding.



## Word Bank

### 1. Identity

She tried to define her own identity.



### 2. Mob mentality

Mob mentality can be very dangerous.



### 3. Cliques

Each group of friends made their own clique.



### 4. Acceptance

People can find acceptance in their families.



## Examining “The Love Song of J. Alfred Prufrock

### **Week 1- Day 2**

**Grade Level:** 10th

**Estimated Lesson Time:** One 50-minute session

**Overview:** The identity of a person decided by many different factors. Cliques, mob mentality, and the desire for acceptance all shape a person’s identity, and the way they view themselves. We also see these themes repeatedly in history and in fiction. In this lesson, students will read “The Love Song of J. Alfred Prufrock” and do and reflect on the themes of identity and the desire for acceptance as they are presented in the poem.

**Content Objective:** *Students will be able to...*

- Identify terms that deal with identity and the desire for acceptance.
- Students will be able to create an organized list of terms that deal with identity and the desire for acceptance.

### **Sunshine State Standards:**

- LA.910.5.2.3- The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations;
- LA.910.3.5.3- The student will share with others, or submit for publication.
- LA.910.2.1.4- The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance;
- LA.910.1.7.2- The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

### **Materials:**

- Paper
- Pencil or pen
- Classroom copies of “The Love Song of J. Alfred Prufrock” by T.S. Elliot (only stanzas 37-69).

*For ELLs*

- Word bank of terms

**ESOL modifications are in red.**

### **Procedures:**

To begin the class, the teacher will pass out copies of “The Love Song of J. Alfred Prufrock,” by T.S. Elliot, to the class. **ESOL students will be given a word bank that illustrates important**

vocabulary with pictures and uses the words in a sentence. The teacher will then read the poem out loud to the class, and then have the students read it on their own. ESOL students should be paired with a mainstream student that will help them read the poem.

The teacher will then have the students create a list of the major themes they noticed in the poem, such as loneliness, insecurity, and fear of death. ESOL students will illustrate themes that they noticed.

After the students have compiled their lists, the teacher will have them do a Stand and Share activity. ESOL students may share their illustrations. While the students are reading their lists to the class, the teacher should be writing them on the board. Then, the teacher should have the students organize the terms into an “identity” category and a “desire for acceptance” category, based on where the words belong.

The teacher should then make copies of this chart for each student to refer to throughout the unit.

For homework, the teacher will ask the students to write or find a poem that deals with identity and the desire for acceptance. The students are to bring in two copies of the poem to the next class: one to turn in to the teacher, and one to use in an activity.

### **Evaluation:**

#### *Content*

- Check list of themes for understanding
- Observe each student's participation in the Stand and Share activity
- Check each student's poem for correct theme.

#### *For ELL's*

- Check illustrations for meaning.
- Check underlined words for understanding.

## **The Love Song of J. Alfred Prufrock**

By T.S. Elliot

And indeed there will be time  
To wonder, "Do I dare?" and, "Do I dare?"  
Time to turn back and descend the stair,  
With a bald spot in the middle of my hair—  
[They will say: "How his hair is growing thin!"]  
My morning coat, my collar mounting firmly to the chin,  
My necktie rich and modest, but asserted by a simple pin—  
[They will say: "But how his arms and legs are thin!"]  
Do I dare  
Disturb the universe?  
In a minute there is time  
For decisions and revisions which a minute will reverse.

For I have known them all already, known them all:—  
Have known the evenings, mornings, afternoons,  
I have measured out my life with coffee spoons;  
I know the voices dying with a dying fall  
Beneath the music from a farther room.  
So how should I presume?

And I have known the eyes already, known them all—  
The eyes that fix you in a formulated phrase,  
And when I am formulated, sprawling on a pin,  
When I am pinned and wriggling on the wall,  
Then how should I begin  
To spit out all the butt-ends of my days and ways?  
And how should I presume?

And I have known the arms already, known them all—  
Arms that are braceleted and white and bare  
[But in the lamplight, downed with light brown hair!]  
It is perfume from a dress  
That makes me so digress?  
Arms that lie along a table, or wrap about a shawl.  
And should I then presume?  
And how should I begin?

## Word Bank

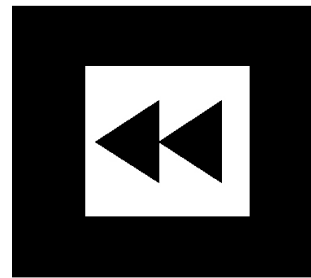
1. Descend

He will descend the ladder.



2. Reverse

She put the car in reverse.



3. Braceleted

Sarah's arms were braceleted.



4. Presume

I will presume to know the answer.



5. Digress

The teacher will often digress to a new topic.



## **Creating a “Found Poem”**

### **Week 1- Day 3**

**Grade Level:** 10th

**Estimated Lesson Time:** One 50-minute session

**Overview:** The identity of a person decided by many different factors. Cliques, mob mentality, and the desire for acceptance all shape a person’s identity, and the way they view themselves. We also see these themes repeatedly in history and in fiction. In this lesson, students will create a “found poem” dealing with these themes, and present them creatively to the class.

**Content Objective:** *Students will be able to...*

- Create a “found poem.”
- Work cooperatively in a group
- Creatively present poem to the class.

### **Sunshine State Standards:**

- LA.910.5.2.2- The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);
- LA.910.4.1.1- The student will write in a variety of expressive and reflective forms that use a range of appropriate strategies and specific narrative techniques, employ literary devices, and sensory description;
- LA.910.4.1.2- The student will incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

### **Materials:**

- Paper
- Pencil or pen

*For ELLs*

- No specific materials

**ESOL modifications are in red.**

### **Procedures:**

The teacher will begin the class by explaining the concept of a “found poem.” The teacher will explain that a found poem is a poem created by combining lines from books or other poems in order to form one new poem.

The teacher will then divide the class into groups of 3 or 4 and have them create their own found poem by combining lines from the poems that they found, or created, for homework. **ESOL**

students should be grouped with helpful mainstream students. The teacher will instruct each group to create a new 20-line poem by selecting at least five lines from each group member's poems.

The teacher will then have the groups think of a creative way to share their found poem with the class-through acting it out, illustrating it, or a through a dramatic monologue. Have the ESOL students be involved in the acting and illustrating. The students will then present their poems to the class.

Later, the teacher should compile these found poems and post them around the classroom, or give copies to each student.

For homework, the teacher will instruct the students to blog on the class site about the experience of finding and rewriting a poem with a group, and what they learned through the experience. ESOL students can either create their own found poem or illustrate the one that their group created.

### **Evaluation:**

#### *Content*

- Observe how well the students work in a group.
- Evaluate each group's found poem for creativity and understanding of the concept.
- Evaluate each student's participation in the group presentation.
- Check for each student's completion of a blog.

#### *For ELL's*

- Observe each student's group involvement.
- Evaluate homework for understanding.



## **Introduction to Bullying**

### **Week 1- Day 4**

**Grade Level:** 10th

**Estimated Lesson Time:** One 50-minute session

**Overview:** The identity of a person decided by many different factors. Cliques, mob mentality, and the desire for acceptance all shape a person's identity, and the way they view themselves. We also see these themes repeatedly in history and in fiction. In this lesson, students will be introduced to the concept of mob mentality and bullying, and how these actions affect a person's identity and desire for acceptance.

**Content Objective:** *Students will be able to...*

- Learn the concept of a Socratic Circle
- Participate in a Socratic Discussion

### **Sunshine State Standards:**

- LA.910.5.2.1- The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);
- LA.910.4.3.2- The student will include persuasive techniques.
- LA.910.1.6.1- The student will use new vocabulary that is introduced and taught directly;

### **Materials:**

- Paper
- Pencil or pen
- Bullying video

### *For ELLs*

- A printed sheet of terms and definitions created earlier by the class with coordinating pictures.

**ESOL modifications are in red.**

### **Procedures:**

The teacher will have the students watch a short video about violence in schools. This video should deal with the topics of bullying and mob mentality, such as this ABC News clip on the subject:

<[The teacher will then begin explain the concept of a Socratic Circle, in which half of the class sits in a circle and the rest of the class forms a circle around them. The inside circle will answer a](http://video.google.com/videosearch?q=bullying&www_google_domain=www.google.com&hl=en&client=safari&emb=0&aq=0&oq=bullyi#></a></p></div><div data-bbox=)

question that is posed to them, and when they are done the outside circle will then comment on what has been discussed. When they are done, the two circles will switch places and the process will begin again. **Instead of participating in the Socratic Circle, ESOL students can draw pictures or write short sentences that answer the Socratic Circle questions.**

Refer to the definitions that the students created for these terms at the beginning of the week as a starting point for the discussion. **These terms can be given to the ESOL students in hard-copy form, with pictures that illustrate each term.**

The Socratic Circle will be based around the following questions: What causes violence in schools? What effect does mob mentality have in schools? How do cliques contribute to violence? How does the search for identity and acceptance effect violence? Why are people bullies?

The teacher will follow this exercise by having the students write a one page essay or poem about what was discussed during the Socratic circle exercise, and how they felt about what was said. **Allow ESOL students to explain how they felt about the video verbally or through writing simple sentences.**

For homework, the teacher will have the students blog on the class site about what they learned from the video and class discussion. Students can also finish their class work at home if necessary. **Allow ESOL students to interview their parents, guardians, or friends about an experience that they have had with bullying. Students can either illustrate their findings, or explain them verbally the next day.**

## **Evaluation:**

### *Content*

- Observe each student's participation in the Socratic discussion.
- Check each student's essay or poem for completion.
- Check each student's blog for completion.

### *For ELL's*

- Evaluate each student's short sentences or drawings for their understanding of the video questions.
- Evaluate each student's verbal or written responses for understanding of the topic.
- Check for each student's completion if the homework assignment from their verbal or illustrated report.

## **Historical Bullying**

### **Week 1- Day 5**

**Grade Level:** 10th

**Estimated Lesson Time:** One 50-minute session

**Overview:** The identity of a person decided by many different factors. Cliques, mob mentality, and the desire for acceptance all shape a person's identity, and the way they view themselves. We also see these themes repeatedly in history and in fiction. In this lesson, students will be introduced to an historical account on bullying and mob mentality through examining quotes by Adolf Hitler.

**Content Objective:** *Students will be able to...*

- Connect historical events with the concepts of identity, mob mentality, and the desire for acceptance.
- Work cooperatively in a group setting.

### **Sunshine State Standards:**

- LA.910.6.3.1- The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
- LA.910.6.2.1- The student will select a topic and develop a comprehensive flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;
- LA.910.3.1.2- The student will prewrite by making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion;

### **Materials:**

- Paper
- Pencil or pen
- Quotations

*For ELLs*

- Picture of Adolf Hitler

**ESOL modifications are in red.**

### **Procedures:**

The teacher will begin the class by asking the students what they know about Adolf Hitler, and his beliefs (this should be done with care as to not offend any students). **Present the class with a picture of Hitler to clear up any confusion.**

The teacher will break the class into groups of 4 or 5. **ESOL students should be paired with a helpful, mainstream student.** The teacher will then give each group one of the following quotes from Adolf Hitler:

- “All great movements are popular movements. They are the volcanic eruptions of human passions and emotions, stirred into activity by the ruthless goddess of Distress or by the torch of the spoken word cast into the midst of the people.”
- “The very first essential for success is a perpetually constant and regular employment of violence.”
- “The broad masses of a population are more amenable to the appeal of rhetoric than to any other force.”
- “The art of leadership... consists in consolidating the attention of the people against a single adversary and taking care that nothing will split up that attention.”
- “Make the lie big, make it simple, keep saying it, and eventually they will believe it.”

Each group will then discuss their quote and how it relates to the definitions of cliques, identity, mob mentality, and desire for acceptance. Each group is to record their findings and elect a speaker for the group.

The teacher will then have each group share their findings with the class. While the students are sharing, the teacher will create a word web on the board to organize the student’s ideas and organize them under each topic.

When class is over, the teacher should prepare a handout based on the word web created in class.

For homework, the teacher will instruct the students to research a case, in modern times or from history, of mob mentality. Have them write a 2-3-page paper on their findings the teacher will also instruct the class to include a prewriting activity. **To follow the previous night’s homework assignment, have ELL students interview one more person about their experience with bullying. As before, have them illustrate or verbally report their findings, then ask them to find similarities between the two accounts.**

### **Evaluation:**

#### *Content*

- Evaluate each group’s understanding of the topic by the findings that they present to the class.
- Observe each student’s participation in their assigned groups
- Evaluate each student’s research paper for correct theme, number of resources, and insightful connections.

#### *For ELL’s*

- Observe each student’s involvement in the group activity
- Evaluate each student’s oral or illustrated interviews for theme and understating of the topic.

## **Cameron's Identity**

### **Week 2- Day 1**

**Grade Level:** 10th

**Estimated Lesson Time:** One 50-minute session

**Overview:** The identity of a person decided by many different factors. Cliques, mob mentality, and the desire for acceptance all shape a person's identity, and the way they view themselves. We also see these themes repeatedly in history and in fiction. In this lesson, students will be introduced to the affects of mob mentality and bullying through the book *Burn* by Suzanne Phillips.

**Content Objective:** *Students will be able to...*

- Understand how cliques, mob mentality, and the desire for acceptance affect a person's identity.
- Work cooperatively in a group.
- Thoughtfully participate in a classroom discussion.

### **Sunshine State Standards:**

- LA.910.1.6.9- The student will determine the correct meaning of words with multiple meanings in context;
- LA.910.1.7.3- The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;
- LA.910.5.2.1- The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

### **Materials:**

- Paper
- Pencil or pen
- Quotes page

*For ELLs*

- No specific materials

**ESOL modifications are in red.**

### **Procedures:**

The teacher will begin the class by introducing the class to the book *Burn* by Suzanne Phillips. Explain that this book is about a boy named Cameron who just began high school and is bullied

about his appearance. Also, read the summary on the back of the book to gain the students' interest. **Use facial expressions, clear speech, and gestures to promote understanding.**

After introducing the book break the students into groups of 4 or 5. **Place ESOL students with helpful, mainstream students.** Assign each group one of the following topics: Cliques, mob mentality, identity, or desire for acceptance (it is okay if the topics are shared by more than one group). Give each group a list of quotes from the book.

Instruct each group to analyze the quotes about Cameron based on the topic that they were assigned. Then instruct each group to discuss and record how their topic affected the character of Cameron in the book.

After the groups have deliberated, have one person from each group present their findings. The teacher should record each group's findings on the board while the students are presenting. After each group has presented, ask the class for suggestions that they feel could help a person in Cameron's position based on their group discussions or personal experiences. If the students are hesitant to answer, begin the discussion by asking the class questions.

Record the students' suggestions on the board along side their previous answers, so that the students can view their work.

For homework, have students create a found poem from the quote sheet that they were given in class; this found poem should be at least five lines long.

### **Evaluation:**

#### *Content*

- Evaluate each group's findings based on their assigned topics.
- Observe each student's participation in the group activity.
- Observe each student's involvement in the classroom discussion.
- Evaluate each student's found poem for completion.

#### *For ELL's*

- Observe how well each student pays attention in class.
- Observe each student's participation in the group activity.

## Quotes from *Burn*

- He was mad all the time. Felt it burning beneath his skin.
- Cameron was raised by a man who screamed at him if he cried.
- Most of the time he feels like he could swallow a stone and it'd keep on going. Bottomless. Empty.
- Cameron was ruined the first week of school.
- Some call him Cameron Diaz or fag- even though he cut his hair months ago.
- He's looking at something he's not a part of, could never be a part of, but wants it so bad his teeth bleed for it.
- They laugh and it feels like scissors slicing through Cameron's ears.
- When you're ready to kill or be killed, fear curls up like a dog and lies at your feet. You can feel it breathing, know it will wake up and howl at you if you don't take control.
- He had told his mom that he did it. He had killed Pinion. But she'd already known. And maybe that hurt him more than all the beatings this year. It might even hurt more than knowing that he killed a boy.
- Tomorrow, he'll wake up and still be Cameron Grady, killer. And Pinion won't wake up at all.

## *Cameron's Trial*

### Week 2- Day 2 & 3

**Grade Level:** 10th

**Estimated Lesson Time:** Two 50-minute sessions

**Overview:** The identity of a person decided by many different factors. Cliques, mob mentality, and the desire for acceptance all shape a person's identity, and the way they view themselves. We also see these themes repeatedly in history and in fiction. In this lesson, students will be introduced to the affects of mob mentality and bullying through the book *Burn* by Suzanne Phillips.

**Content Objective:** *Students will be able to...*

- Evaluate the actions of a literary character.
- Formulate a persuasive argument.
- Work productively in a group setting.
- Listen attentively to other student presenters

**Sunshine State Standards:**

- LA.910.3.5.3- The student will share with others, or submit for publication.
- LA.910.4.3.2- The student will include persuasive techniques.
- LA.910.4.3.1- The student will write essays that state a position or claim, present detailed evidence, examples, and reasoning to support effective arguments and emotional appeals, and acknowledge and refute opposing arguments; and
- LA.910.5.2.1- The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

**Materials:**

- Paper
- Pencil or pen
- Classroom set of *Burn* by Suzanne Phillips

*For ELLs*

- Teacher created power point.

**ESOL modifications are in red.**

**Procedures:**

To begin the class, the teacher will pass out a copy of *Burn* to each student in the class. Instruct



the students to read only the first two and last two chapters of the book. **ELL students will watch a teacher-created PowerPoint based on the book.** As the students read, they should make notes about Cameron's character in the first two chapters and last two chapters. After they are done, each student is to compare their notes and list the ways in which they noticed Cameron change from the beginning to the end of the book.

After each student is done compiling their notes, explain that the students are going to put Cameron on trial. The teacher will then divide the class in half. One half of the class will defend Cameron and provide an explanation for his actions, and the other half will be the accusers and explain why Cameron is guilty and his actions must be punished. **ELL students will explain verbally or in simple sentences whether they feel Cameron is innocent or guilty based on the PowerPoint presentation.** Give the class the rest of class to formulate their argument.

For homework, have each student form one argument that they feel is strong, along with three rebuttals (explain that a rebuttal is a counterargument that supports their point) that they could use during the debate.

Begin the next class by instructing the students to divide into their assigned groups. Give the class ten minutes to gather their thoughts and decide the order in which each student should present their point.

Then allow the rest of the class time for the character trial. Each side will take turns stating their case. Every student will state one point and be allowed one rebuttal. The teacher will make sure that no arguments break out and that each student is given a fair chance to state their argument. Heckling and put-downs will not be allowed.

After every student has taken their turn, the teacher will ask the students to vote on whether they feel Cameron is innocent or guilty (students should be encouraged to vote against their assigned side if they feel so led). **ESOL students should also be encouraged to vote.**

To bring closure to this classroom exercise, the teacher will ask each student to write a few one to two paragraphs, about how they feel about the character trial, and how they decided whether Cameron was guilty or innocent. **ESOL students can illustrate their feelings, or write simple sentences.**

If the students do not finish this assignment in class, have them complete it for homework.

## **Evaluation:**

### *Content*

- Evaluate each student's argument for understanding.
- Evaluate each student's reflection for understanding and completion.
- Observe student's participation within their group.
- Observe each student's behavior as they watch the class present.

### *Linguistic*

- Evaluate each student's verbal or written sentences for understanding.
- Observe each student's participation during the classroom vote.

- Evaluate each student's illustrations or sentences for understanding

## Video KWL

### Week 2- Day 4

**Grade Level:** 10th

**Estimated Lesson Time:** One 50-minute session

**Overview:** The identity of a person decided by many different factors. Cliques, mob mentality, and the desire for acceptance all shape a person's identity, and the way they view themselves. We also see these themes repeatedly in history and in fiction. In this lesson, students will be introduced to the affects of mob mentality and bullying through historical accounts.

**Content Objective:** *Students will be able to...*

- Create a KWL chart
- Compare and contrast modern and historical events of bullying and mob mentality.

### **Sunshine State Standards:**

- LA.910.6.3.1- The student will distinguish between propaganda and ethical reasoning strategies in print and nonprint media;
- LA.910.5.2.1- The student will select and use appropriate listening strategies according to the intended purpose (e.g., solving problems, interpreting and evaluating the techniques and intent of a presentation);

### **Materials:**

- Paper
- Pencil or pen
- Interview videos

### *For ELLs*

- No specific materials

**ESOL modifications are in red.**

### **Procedures:**

The teacher will begin class by asking the students, "What do the columbine shooting, the Holocaust, and apartheid in South Africa have in common?" **Speak clearly and use gestures and facial expressions to promote understanding.** The teacher will then create a KWL chart on the board by writing down each student's answers under the "K" column. The teacher will then ask the students if they have any questions about any of the topics. These questions will be recorded under the "W" section. **Write "Know," "Want to Know," and "Learned" above the letters to promote understanding.**

The teacher will then play three short videos, such as the ones listed below (each of these videos are about ten minutes long).

[http://video.google.com/videosearch?q=apartheid+violence&www\\_google\\_domain=www.google.com&emb=0&aq=3&oq=apartheid#q=interviews+about+apartheid&emb=0](http://video.google.com/videosearch?q=apartheid+violence&www_google_domain=www.google.com&emb=0&aq=3&oq=apartheid#q=interviews+about+apartheid&emb=0)

-An interview with an apartheid survivor.

[http://video.google.com/videosearch?q=columbine+news+coverage&www\\_google\\_domain=www.google.com&emb=0&aq=2&oq=columbine+new#q=bowling+for+columbine+clips&emb=0](http://video.google.com/videosearch?q=columbine+news+coverage&www_google_domain=www.google.com&emb=0&aq=2&oq=columbine+new#q=bowling+for+columbine+clips&emb=0)-

An interview with columbine survivors.

[http://video.google.com/videosearch?q=columbine+news+coverage&www\\_google\\_domain=www.google.com&emb=0&aq=2&oq=columbine+new#q=interviews+with+holocaust+survivors&emb=0](http://video.google.com/videosearch?q=columbine+news+coverage&www_google_domain=www.google.com&emb=0&aq=2&oq=columbine+new#q=interviews+with+holocaust+survivors&emb=0) -An interview with Holocaust survivors.

After the students have viewed each of the videos, the teacher will ask the students what they have learned, and write this information in the “L” column. If the students are hesitant to participate, begin the discussion by asking in any of the questions in the “W” column were answered.

After the KWL is complete, create a new column on the board titled “S,” standing for “Similarities.” Ask the students what the similarities are between apartheid, columbine, and the Holocaust (answers could hate, misunderstanding, etc.). Record these answers in the “S” section of the KWL (the teacher should make copies of this chart for each student to have in hardcopy form).

For homework, have students blog on the class site about the videos and what they learned. **ESOL students can verbally explain or explain through drawings what they learned.**

### **Evaluation:**

#### *Content*

- Observe each student’s participation in the creation of the KWL chart
- Evaluate each student’s blog for completion and theme.

#### *Linguistic*

- Observe each student’s attention level in class
- Evaluate each student’s drawn or verbal responses for understanding.

Name: Amanda Qualls

Grade Level: 10<sup>th</sup> Grade

Lesson Title: Meeting the Characters of *The Chocolate War*

Week 3, Day 1

1. Objectives

Students will:

- Identify the characters of the novel
- Interpret the characters individually and with a partner
- Engage in a group discussion of characters

2. Sunshine State Standards:

LA.910.1.7.1, The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

3. Materials: Writing Journals, *The Chocolate War* novel, Character Worksheet

4. Lesson Sequence (and approximate times for each segment):

1) Students will take out their writing journals. For homework they were to read the first two chapters of *The Chocolate War*. They are going to write everything they know so far about the characters they have read about. I will go through the characters one-by-one and give them about five minutes for each character. The main characters they have met so far are: The Goober, Jerry, Obie, Archie, and Carter. The students might have a difficult time remembering what was said about The Goober or Carter, but this will get them familiar with the names so they can read for these characters as they continue the novel. (25 minutes)

2) Students will break into groups of two and discuss what they know about the five characters. Once they start thinking aloud with a partner, they might remember something else about the characters. (10 minutes)

3) For the remainder of class, we will discuss the characters as a class. Students will share what they know about the characters, and we will add to this as we go. I will pass out a Worksheet that has a list of all the characters of the novel. They are to keep this worksheet and fill out the characters we discussed, as well as the other characters they haven't read about, as they continue to read. (15 minutes)

For homework they will through Chapter 9 (about 47 pages). They will continue to fill out new characters on worksheet, as well as add to the old ones.

\*ESOL students will be able to use their novels during the first step. I will write the name of the character they are to be writing about on the board. When the class breaks into partners, I will make sure and pair ESOL students with non-ESOL students. The students can also get help on the Character Worksheet, if needed.

5. Assessment and Assessment Criteria: Students will be assessed on their writing journals and on the Character Worksheet at the end of the week. The writing in their journals should show knowledge that they read the first two chapters and have some idea of who the characters are. The Character Worksheet should be more detailed and show that the students added characteristics as they continued to read the novel. This should also show concepts from in-class discussion, which lets me know the student was present and listening during group discussions.

Name: Amanda Qualls

Grade Level: 10<sup>th</sup> Grade

Week 3, Day 2

Lesson Title: Comparing The Chocolate War with World War II

1. Objectives

Students will:

- Identify how certain characters from The Chocolate War resemble issues from World War II
- Engage in a group discussion about specific characters in *The Chocolate War*

2. Sunshine State Standards:

LA.910.1.7.1, The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7.2, The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.910.1.7.3, The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

3. Materials: Writing Journals, *The Chocolate War* novel, Character Worksheet

4. Lesson Sequence (and approximate times for each segment):

1) Students will first take out their writing journals. I will have this quote for them written on the board. "And those of you who didn't enjoy yourselves allowed it to happen, allowed me to proceed. You turned this classroom into Nazi Germany for a few moments" (45) In their journals I want them to discuss this situation of the novel. I want them to infer how this incident that Brother Leon is referring to, was in fact like Nazi Germany. I want them to be able to relate Brother Leon as the Hitler figure and how the other students were like the Nazi's, in that they just went along with something that was wrong. (10 minutes)

2) Socratic Discussion Circle. The students will arrange the chairs into two groups for discussion. The inner group will discuss Brother Leon. I will have some prompts on the board to get them started. "Why would Brother Leon involve the Vigils in the chocolate sales?" "How does Brother Leon get Archie to say yes?" The outer circle will then comment about what the inner circle said, and then they will switch. The new inner

circle will now have a discussion about the incident. “What was Brother Leon’s point in accusing Bailey of cheating?” “Why do you think no one stood up for Bailey?” After the inner circle discusses this topic, then the outer circle will comment on what was said. (30 minutes)

3) Students will have time to fill out their character worksheets. They can now add Brother Leon and add more details on the other characters. (10 minutes)

For homework they will through Chapter 16 (about 47 pages). Students will also write a reader response for these pages. The reader response should include 3-5 passages and how those passages relate to them individually.

\*ESOL students will be able to use their novels during the first step. They will also be allowed more time to complete the first step, if needed.

5. Assessment and Assessment Criteria: Students will be assessed on their writing journals and on the Character Worksheet at the end of the week. The writing in their journals should show knowledge that they read the assigned reading. They should have a general understanding of the incident that took place between Brother Leon and Bailey. They should be able to relate this incident with their prior knowledge of the Nazi’s in World War II. The students will also be assessed on their participation in the discussion circles. Students will get participation points for adding to the discussion and sharing ideas related to the prompts.

## **The Characters of The Chocolate War**

Jerry Renault

Archie Costello

Obie

Carter

Brother Leon



Emile Janza

The Vigils

Roland Goubert (The Goober)

Brian Cochran

Name: Amanda Qualls

Grade Level: 10<sup>th</sup> Grade

Lesson Title: Comparing Room 19 and The Vigils

Week 3, Day 3

1. Objectives

Students will:

- Identify The Vigils as a whole, and the influence they have
- Engage in a group discussion about the power of cliques and bullying
- Compare two details from the novel and share how they relate to each other

2. Sunshine State Standards:

LA.910.1.7.1, The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.1.7.2, The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.910.1.7.3, The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

3. Materials: Writing Journals, *The Chocolate War* novel, paper

4. Lesson Sequence (and approximate times for each segment):

1) Students will take out their Reader Response entries. They will break up into groups of four and discuss the passages that they found. As a group they will come up with 2 to 3 things they found interesting and that they had in common with one another. Each group will share with the class. (15 minutes)

2) While students are still in their groups, I will assign them a new discussion topic. The groups will either be assigned the Room 19 incident, or The Vigils. They are to write down everything they know about their assigned topic. Then they will each share with the entire class. I will make sure it goes back and forth between room 19 and The Vigils. I want the students to see how The Vigils are related to room 19, who the incident has affected, and the kind of power behind such a group. (20 minutes)

3) As a class we will discuss The Vigils. We will relate this group with the topic of cliques, peer pressure, and identity. They have already done a week on the topic of bullying so I want to discuss how Archie “bullies” other kids to do what he wants. I want them to discuss who the bullying affects and I want them to specifically relate this to the passages they read from *Burn*. (10 minutes)

4) For the remainder of class I want them to write in their journals about the topics

discussed in class. They can have the freedom to write about any of the topics we discussed and how it relates to them and their own high school experience. (5-10 minutes)

For homework they will read through Chapter 24 (about 47 pages).

\*ESOL students will be paired with non-ESOL students. Along with the discussion, I will write the main ideas on the board.

5. Assessment and Assessment Criteria: Students will be assessed on their Reader Response entries. The entries should show that they read the assigned pages, and that they critically thought about this and applied it to their own lives. They will also be assessed on their participation in their groups. I will walk around and make a note of who is adding to the discussion and who is not doing anything. I will also assess them on their Writing Journals. This will show me that they paid attention in class and understood how the incidents of room 19 and The Vigils, tie into such topics as cliques, mob mentality, bullying etc....

Name: Amanda Qualls

Grade Level: 10<sup>th</sup> Grade

Lesson Title: Dare to Disturb the Universe

Week 3, Day 4

1. Objectives

Students will:

- Identify what it means to disturb the universe
- Reflect on the novel and their own life in a personal essay
- Engage in a group discussion about details from the novel

2. Sunshine State Standards:

LA.910.1.7.2, The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

LA.910.1.7.3, The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details;

LA.910.1.7.7, The student will compare and contrast elements in multiple texts; and

LA.910.3.1.1, The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

3. Materials: Paper, *The Chocolate War* novel

4. Lesson Sequence (and approximate times for each segment):

1) We will start with a Socratic Discussion Circle. The first inner group will discuss why Jerry continues to not sell the chocolates. The second inner group will discuss how Jerry is daring to disturb the universe by doing this. (10 minutes)

2) The class will do an individual in-class writing titled "Do I Dare to Disturb the Universe?" They will have the remainder to write an informal paper on what they would do if they were Jerry. Would they continue to not sell the chocolates? Why or why not? I want them to use quotes from the book for this part of the assignment. They will discuss what they would do in Jerry's situation, but then they will take this a step further. I want them to think about a situation they have seen in school or one they have heard about, and then answer the same question, what would you do? Some examples could be if someone was being bullied, would you dare to stand up to the bully? If someone says something you disagree with, would you dare and speak up? I want them to personalize the concept of daring to disturb the universe and write honestly about what they would do. (40 minutes)

For homework they will finish the novel.

\*I will have the writing assignment on the board. ESOL students will be allowed more time to complete the personal essay. They can take it home and finish it if needed.

5. Assessment and Assessment Criteria: Students will be assessed on writing assignment. They will be graded on ideas and content, rather than format and mechanical. The paper is informal and based on their knowledge of standing up for what you believe in. They will be graded on focusing on the topic, including quotes for the first part about Jerry, and relating the ideas of not selling chocolate with a real life situation.

Name: Amanda Qualls

Grade Level: 10<sup>th</sup> Grade

Lesson Title: Alternative Ending

Week 3, Day 5

1. Objectives

Students will:

- Identify their knowledge of what happens at the end of the novel
- Engage in a group discussion about the end of the novel
- Create their own ending to the novel

2. Sunshine State Standards:

LA.910.1.7.1, The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.3.1.1, The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests;

LA.910.1.7.2, The student will analyze the authors purpose and/or perspective in a variety of text and understand how they affect meaning;

3. Materials: Writing Journals, *The Chocolate War* novel

4. Lesson Sequence (and approximate times for each segment):

- 1) Students will start by writing an alternative ending in their journals. First I want them to write a few sentences on what actually happened, and then I want them to write the alternative ending, as if they were Robert Cormier. (15 minutes)
- 2) Students will share their alternative endings with the entire class. (15 minutes)
- 3) We will discuss the ending as a class. I want the students to express their opinions about the ending and the novel as a whole. (15 minutes)
- 4) Students can take out Character Worksheets and finish up any final details before they hand them in. (5 minutes)

\*I will have the writing assignment on the board.

5. Assessment and Assessment Criteria: Students will be assessed on what they write in their journals. They must show knowledge of what happens at the end of the novel. They will also be assessed on the Character Worksheet. The worksheet should be very

detailed and include details from class discussions and writings. They should also include the related topics of bullying, World War II, disturbing the universe etc...with the appropriate characters.

# Brainstorming & Intro to Alternative Book Report

Grade Level: 10<sup>th</sup>

Week 4 – Day 1

Overview: The students will fill out the brainstorming chart in order to preparing for their Alternative Book Report Project. They will also be introduced to the projects to chose from and decide their topic.

Content Objective(s): Students will able to...

- Recall from the previous weeks lessons in order to complete the Brainstorming Chart

Sunshine State Standard(s):

- LA.910.2.1.1: The student will analyze and compare historically and culturally significant works of literature, identifying the relationships among the major genres (e.g., poetry, fiction, nonfiction, short story, dramatic literature, essay) and the literary devices unique to each, and analyze how they support and enhance the theme and main ideas of the text
- LA.910.4.2.2: The student will record information and ideas from primary and/or secondary sources accurately and coherently, noting the validity and reliability of these sources and attributing sources of information;

ESOL Modifications:

- Read the directions allowed for all activities and ask for understanding and any clarifying question
- Pair ELL(s) with a strong reader and English speaker during the group activities so that the ELL can grasp a better understanding of the activity

Material(s):

- Brainstorming Chart
- Alternative Book Report Project List
- Information sheet on The Chocolate War
- Project decision form

Resources:

- <http://www.ivytown.com/images/chart1.gif> - Brainstorming Chart
- <http://www.sparknotes.com/lit/chocolatewar/characters.html> - The Chocolate War information sheet

Procedure(s):

- Distribute The Chocolate War information sheet: Allow the students time to review the information sheet and ask for any clarify questions (ESOL).
- Distribute the Brainstorming Chart: Explain to the students that they are not limited to only completing a project on The Chocolate War. They may also use Burn.
- Distribute the Alternative Book Report Project List: The students need to choose which project they want to complete by the following school day. Now have the students fill out the Brainstorming chart to help them decide what they would like to focus on. Instruct them to start with a central idea and use the branches to show other resources or ideas to help enhance their main/central idea.



- Distribute the Project decision form: The students must return this form the following school day. Instruct them to fill in their name, date, Alternative Book Report chosen, and list their main resources they will be pulling from (The Chocolate War, Burn, and/or poems)

Follow-Up: Students can...

Collect the Brainstorming Chart of those students who have completed them. Ask the remaining students to turn in their charts with their chosen project tomorrow. Students have already proven that they have read The Chocolate War, so this information sheet should only be a secondary source of summaries. Also explain the grading scale for the Alternative Book Report grading scale.

Everyone must complete an "A" Project in a superior manner.

1 A Project = an "A"

2 B Projects = an "A"

2 C Projects = a "B"

2 C Projects + 1 B Project = an "A"

4 C Projects = an "A"

ESOL Follow-up:

- Ask for any final and clarifying questions
- Review the students' Brainstorming Chart to ensure understanding

## **The Chocolate War Information Sheet:**

**Jerry Renault** - The protagonist of the story. Jerry decides that he dares to disturb the universe. He single-handedly takes on the biggest bullies in school—both a gang of kids and a crooked teacher. Jerry does not complain or rat on the people making his life hell. Rather, he deals with them quietly, with his own silent protest. He is an admirable character that shows strength and individualism, but in the end pays for those qualities.

**Archie Costello** - Archie is the antagonist of the novel. Archie specializes in designing psychological punishments for students. He is revered and feared, and gets away with everything and anything. In this book, a teacher asks for his help, thus lending credence to Archie's power and giving him immunity from consequences arising from his cruel actions. Archie displays many psychopathic tendencies: he has no loyalties, he does not discriminate and is arbitrary when deciding whom to give an assignment, he shows no remorse when his actions result in danger or damage and he does not seem to care about anyone except himself.

**The Vigils** - A gang of kids who run the school by scaring, commanding and torturing other students. Archie is the leader of The Vigils.

**Brother Leon** - The corrupt head administrator of the school. Brother Leon gets entangled in the sale by borrowing unauthorized funds and spending them all on the chocolates. He is so desperate to cover himself that he asks The Vigils for help, thus sanctioning their methods and means. Leon and Archie demonstrate eerie similarities and work as allies toward the end of the book.

### **Manipulation**

Both Archie and Brother Leon are experts at manipulation. Manipulation encompasses and utilizes the power of fear. Brother Leon manipulates students when he feels like it, or just for kicks. The same is true for Archie. Archie even manipulates people such as Emile Janza, lying to get Janza to do whatever he wants. Brother Leon manipulates Archie into helping with the sale—not through fear, but through recognition. Archie is so flattered by Brother Leon's request for help that he does not think through the implications of signing on with the sale, but simply relishes Brother Leon's acknowledgement. He manipulates Brother Leon back, however, using Jerry and the assignment to refuse the chocolates. He makes what would have been a fairly simple situation a complex and highly volatile one. At the end of the day, Archie manipulates for his own amusement and to get ahead—the exact reasons Brother Leon manipulates his students.

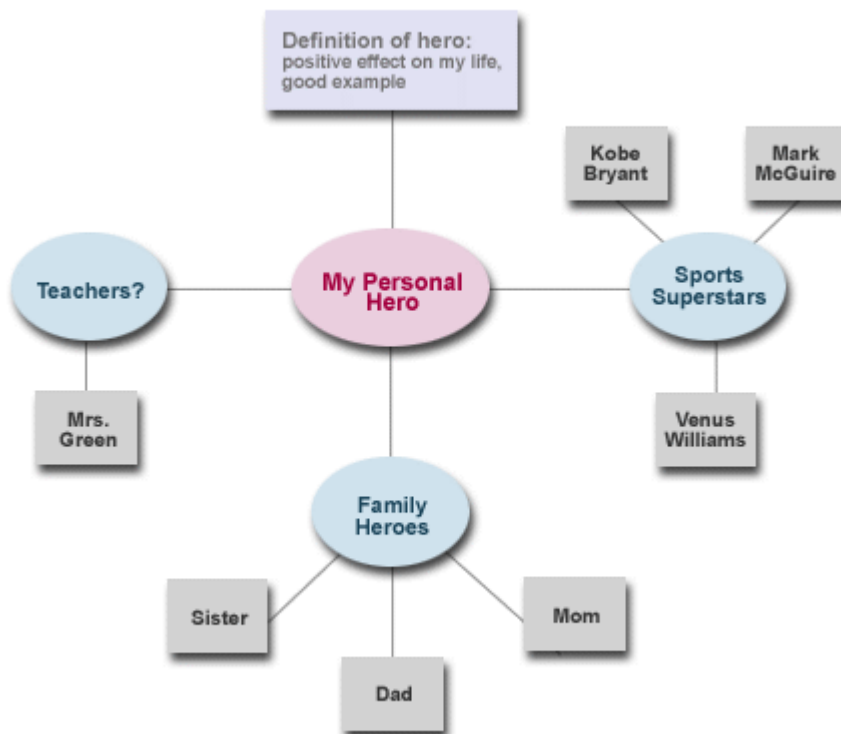
## **The Power of Fear**

Everyone in the school, including members of The Vigils, is afraid of Archie. Most loathe him, but first and foremost they fear him, which ensures that Archie will remain in control. Simply issuing a summons to a student makes him tremble in his boots. Fear is the reason The Goober took apart Room nineteen. Fear is the reason people do what Archie says. During the boxing match, some students might have derived joy from witnessing the violence, but for the most part the students participate because they must. Even if they have contemplated disturbing the universe they are simply too afraid to. This sets Jerry apart from the rest of the people in the high school. The Vigils undoubtedly scare him, but he does not let that fear dictate his actions. This is the reason The Vigils are so threatened by Jerry, and why they plan his downfall in the most cruel and dangerous way possible.

## **Psychological Warfare**

Archie is distinguished from the typical school bully and from people such as Emile Janza because of his penchant for psychological warfare. He does not often resort to flat out fighting or physical bullying because cuts and bruises heal too quickly. He wants to punish students in a way that they cannot forget for a long time. The Goober is an example of the success of Archie's psychological tactics. The Goober is traumatized by what The Vigils force him to do, and he cannot forget it. He feels guilty about being the reason Brother Eugene is on sick leave, and he eventually feels so terrible about what he did that he stays home sick for the better part of a week.

## Brainstorming Chart Example:



**Name:**\_\_\_\_\_ **Date:**\_\_\_\_\_

Describe the Alternative Book Report you have  
chosen:\_\_\_\_\_

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List the main resources you will use to help enhance your  
report:\_\_\_\_\_

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# Examples of Alternative Book Reports

Grade Level: 10<sup>th</sup>

Week 4 – Day 2

Overview: The students will turn in their project decision form. Students will individually present their Brainstorming Chart to the teacher for a completion grade. For the remain class period, students will observe several examples of an alternative book report. Students will also create an draft outline of their Alternative Book Report.

Content Objective(s): Students will able to...

- Create an outline
- Observe “A” examples of Alternative Book Reports

Sunshine State Standard(s):

- LA.910.3.1.3: The student will pre-write by using organizational strategies and tools (e.g., technology, spreadsheet, outline, chart, table, graph, Venn Diagram, web, story map, plot pyramid) to develop a personal organizational style.
- LA.910.3.2.1: The student will draft writing by developing ideas from the prewriting plan using primary and secondary sources appropriate to the purpose and audience

ESOL Modifications:

- Allow the ELL to prepare a list of ideas, rather than a structured outline, explaining the following questions: What? How? With What?
- Read the directions allowed for all activities and ask for understanding and any clarifying question
- Pair ELL(s) with a strong reader and English speaker during the group activities so that the ELL can grasp a better understanding of the activity

Material(s):

- The Chocolate War Alternative Book Report
- Summer of Monkey Alternative Book Report
- Outline instructions and example
- Use the overhead or ELMO to display the examples

Resource(s):

- <http://depts.washington.edu/psywc/handouts/pdf/outline.pdf> - Outline Instructions

Procedure(s):

- Collect the project decision forms from the students
- Check each students Brainstorming Chart for completion grade
- Instruct students how to complete an outline

Follow-Up: Students can...

- Properly create an outline

ESOL Follow-up:

- Place the examples of the Alternative Book Reports on the overhead or ELMO if available for visual discussion
- Ask for any final and clarifying questions
- Review the students’ “outline” to ensure understanding

## Make the Outline

1. **Identify the topic.** The topic of your paper is important. Try to sum up the point of your paper in one sentence or phrase. This will help your paper stay focused on the main point.
2. **Identify the main categories.** What main points will you cover? The introduction usually introduces all of your main points, then the rest of paper can be spent developing those points.
3. **Create the first category.** What is the first point you want to cover? If the paper centers around a complicated term, a definition is often a good place to start. For a paper about a particular theory, giving the general background on the theory can be a good place to begin.
4. **Create subcategories.** After you have the main point, create points under it that provide support for the main point. The number of categories that you use depends on the amount of information that you are going to cover; there is no right or wrong number to use. By convention, each category consists of a minimum of two entries. If your first category is Roman numeral I, your outline must also have a category labeled roman numeral II; if you have a capital letter A under category I, you must also have a capital letter B. Whether you then go on to have capital letters C, D, E, etc., is up to you, depending on the amount of material you are going to cover.

The completed outline could look like this:

Television and Children's Violence

### I. Introduction

#### A. Does television cause violence?

1. Brief mention of previous areas of research
2. Identify causation dilemma

#### B. Present studies on both sides

1. Some studies are "for"
2. Some studies are "against"

#### C. After weighing evidence it appears that TV does not cause violence

### II. Research "For"

#### A. First study "for"

1. Method
2. Results
3. Analysis of their conclusions
  - a. insufficient sample size
  - b. but representative sample

#### B. Second study "for"

1. Method
2. Results
3. Analysis of their conclusions
  - a. faulty instructions
  - b. poor control group

### III. Research "Against"

#### A. Study "against"

1. Method
2. Results
3. Analysis of their conclusions
  - a. Perfect controls
  - b. No unwarranted generalizations

#### B. Second study "against"

1. Method
2. Results
3. Analysis of their conclusions
  - a. Large sample size
  - b. Real world setting
  - c. But typical problems with external validity

### IV. Conclusion

- A. Studies "for" all have poor methodology
- B. Studies "against" all have good methodology
- C. Research doesn't support that TV causes violence
- D. More research needed



## *Incorporating the Library*

Grade Level: 10<sup>th</sup>

Week 4 – Day 3

Overview: The students will take a trip to the school library to work on their Alternative Book Reports

Content Objective(s): Students will able to...

- Incorporate technology and the use of the resources at their school library for aiding them in school projects

Sunshine State Standard(s):

- LA.910.6.2.2: The student will organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations
- LA.910.6.3.3: The student will demonstrate the ability to select print and nonprint media appropriate for the purpose, occasion, and audience to develop into a formal presentation.

ESOL Modifications:

- Pair ELL(s) with a strong reader and English speaker during the time in the library so that the ELL can grasp a better understanding of the activity

Material(s):

- Library computers with protection software
- Library books
- Librarians for student observation

Procedure(s):

- Guide the students to the library
- Divide the class into groups. One group working on finding information on the computers. Another group searching for information in books. A third group work at the tables on their projects.

Follow-Up: Students can...

- Properly use the library resources to aid their project completion

ESOL Follow-up:

- Ask for any clarifying questions

# *Public Speaking*

Grade Level: 10<sup>th</sup>

Week 4 – Day 4

Overview: The students will use the class period to learn how to properly present a presentation. The students will also finish anything lingering on their projects

Content Objective(s): Students will able to...

- Incorporate proper public speaking skills to learn how to present excellent classroom presentations

Sunshine State Standard(s):

- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations
- LA.910.5.2.5: The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

ESOL Modifications:

- Be sure to monitor the ELL(s) during the class time to work on the Alternative Book Reports. Ask if they have any questions.
- Pair the ELL(s) a strong English speaker to practice their speaking skills

Material(s):

- 10 Tips for Public Speaking sheet

Resource(s):

- <http://www.toastmasters.org/MainMenuCategories/FreeResources/NeedHelpGivingASpeech/TipsTechniques/10TipsforPublicSpeaking.aspx>

Procedure(s):

- Distribute or project the 10 Tips for Public Speaking
- Allow the students to form groups to practice their different public speaking skills

Follow-Up: Students can...

- Properly give classroom presentations
- Finalize their Alternative Book Reports

ESOL Follow-up:

- Ask for any clarifying questions

## ***10 Tips for Public Speaking***

Feeling some nervousness before giving a speech is natural and even beneficial, but too much nervousness can be detrimental.

Here are some proven tips on how to control your butterflies and give better presentations:

1. **Know your material.** Pick a topic you are interested in. Know more about it than you include in your speech. Use humor, personal stories and conversational language – that way you won't easily forget what to say.
2. **Practice. Practice. Practice!** Rehearse out loud with all equipment you plan on using. Revise as necessary. Work to control filler words; Practice, pause and breathe. Practice with a timer and allow time for the unexpected.
3. **Know the audience.** Greet some of the audience members as they arrive. It's easier to speak to a group of friends than to strangers.
4. **Know the room.** Arrive early, walk around the speaking area and practice using the microphone and any visual aids.
5. **Relax.** Begin by addressing the audience. It buys you time and calms your nerves. Pause, smile and count to three before saying anything. ("One one-thousand, two one-thousand, three one-thousand. Pause. Begin.") Transform nervous energy into enthusiasm.
6. **Visualize yourself giving your speech.** Imagine yourself speaking, your voice loud, clear and confident. Visualize the audience clapping – it will boost your confidence.
7. **Realize that people want you to succeed.** Audiences want you to be interesting, stimulating, informative and entertaining. They're rooting for you.
8. **Don't apologize** for any nervousness or problem – the audience probably never noticed it.
9. **Concentrate on the message – not the medium.** Focus your attention away from your own anxieties and concentrate on your message and your audience.
10. **Gain experience.** Mainly, your speech should represent *you* — as an authority and as a person. Experience builds confidence, which is the key to effective speaking. A Toastmasters club can provide the experience you need in a safe and friendly environment.

# Presentation of Alternative Book Reports

Grade Level: 10<sup>th</sup>

Week 4 – Day 5

Overview: The students will turn in their Alternative Book Reports after they have reported them to the class.

Content Objective(s): Students will able to...

- Observe their peers hard work while learning how to complete a Peer Review Form.

Sunshine State Standard(s):

- LA.910.5.2.3: The student will use appropriate eye contact, body movements, voice register and oral language choices for audience engagement in formal and informal speaking situations
- LA.910.5.2.5: The student will research and organize information that integrates appropriate media into presentations for oral communication (e.g., digital presentations, charts, photos, primary sources, webcasts).

ESOL Modifications:

- Allow the ELL(s) to simply present their Alternative Book Report without having to describe it in great detail
- Allow the ELL(s) to writing down what they – Enjoyed about the report?

Material(s):

- Use the overhead projector or ELMO to display the reports
- Peer Review Form

Resource(s):

- [http://www.readwritethink.org/lesson\\_images/lesson862/PeerReviewForm.pdf](http://www.readwritethink.org/lesson_images/lesson862/PeerReviewForm.pdf) - Peer Review Form

Procedure(s):

- Collect the project decision forms from the students
- Check each students Brainstorming Chart for completion grade
- Instruct students how to complete an outline

Follow-Up: Students can...

- Properly fill out the Peer Review Form and engage in learning about the other Alternative Book Report topics

ESOL Follow-up:

- Ask for any clarifying questions
- Ask the students for any covert learning

# Peer Review Form

**Use this form to give feedback to the writer.**

Reporter's Name: \_\_\_\_\_

Your Name: \_\_\_\_\_

- Does the report explain his/her piece in classroom clearly?

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- Was there anything that was confusing? If so, what was it?

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- What details/resources does the report include?

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- What is good about the report? Why is it good?

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- Are there any errors that need to be corrected?

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- What specific suggestions for improvement can you make?

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